

## Comments from District Superintendents' Survey in Support of Common Core

- We consider the common core standards to be significantly more rigorous than the Wisconsin Model Academic Standards. We anticipate the Smarter Balanced Assessment will be more challenging than the WKCE and more meaningful than the current testing program.  
-- Claude Olson, District Administrator School District of Wild Rose
- We consider the Common Core to be more rigorous. My best teachers tell me the Common Core is a good change, adds rigor and consistency and is long overdue in our state.  
--Kevin Sipple, Superintendent, Boyceville School District
- We have found the [Common Core] standards to be significantly more rigorous and robust than the previous standards... While we have invested in professional development for staff, the costs have been within the realm of our usual costs for updating curriculum, materials, and teacher training. Our district supports on-going research and implementation of best practices and we would have incurred similar costs with or without the CCSS.  
--Rita M. Olson, PhD, Superintendent of the South Milwaukee School District
- We have found these [Common Core] standards to be rigorous and relevant while providing a focus for learning... The Common Core Standards seem to have drawn a lot of negative attention which is unfortunate. They have been prepared by experts in their fields and screened by teachers who are practicing in the field.  
--Dr. Robert Eidahl, Berlin Area School District
- We consider the Common Core to be more rigorous than the former WI Model Academic Standards based on the fact that they clearly state what students should know or be able to do. The former standards were quite broad.  
-- Craig G. Broeren, District Administrator Barron Area School District
- It is important to have a baseline of expected standards for each discipline and quite honestly small rural districts do not have the resources to spend an extended period of time with committee development of district standards and curriculum. The state standards have given us a much needed set of expectations to look at as the minimum expected. The CCSS are more rigorous than the old model standards and in some areas we may exceed the expectations of CCSS.  
-- David G. Anderson, District Administrator, Chequamegon School District
- We consider the Common Core to be more rigorous than previous standards... Our district has a continuous improvement model, which has substantial professional development costs. These costs would be incurred with or without the implementation of the Common Core. The costs incurred for implementation of the Common Core were no different than costs routinely associated with any change in academic standards or the adoption of any new district-wide text series.  
--Sheboygan School District
- Without a doubt, Common Core State Standards are more rigorous than the previous Model Academic Standards.  
--Tom Widiker, Superintendent, St. Croix Central School District

- The Common Core Standards are rigorous and certainly the benchmarks of success will provide our students and academic staff the needed evaluative tools to better judge the curriculum and delivery system that such a high level of achievement is the standard for each student.  
-- Jon Litscher, District Administrator, Cambria-Friesland School District
- This issue should not become a political matter, but one of acceptance that our educational program is going to develop young citizens that take their place in this society, but most likely in different locations than where they were educated. If we have a common core then all communities will know that when their schools are evaluated they are being evaluated against rigorous standards that are common across this country and their schools are being evaluated in common concert with the best in the Nation.  
-- Jon Litscher, District Administrator, Cambria-Friesland School District
- Yes we have adopted the CCSS. We are using them as is. Positively! We embrace the new standards! The CCSS are more rigorous. Throwing out the CCSS would be a very big mistake. I also believe that DPI should be the organization that determines the standards in Wisconsin, not politicians, you are not trained for this as a whole group. Politicians wanted accountability, the CCSS can bring this for all schools. Now is time for you to support your schools.  
--Stephen Schiell, District Administrator, School District of Amery
- We are currently not in the position to augment the standards as we consider the Common Core to be more rigorous than previous standards and we are adjusting to this rigor... I would say the Common Core Standards in math and reading language arts have provided us with focus and commitment, and in doing so, has created efficiency in our adoption process.  
--Peter Ross, District Administrator, Seymour Community School District
- After intensive review of the district's existing math and reading curricula and thorough, systematic research into the various curricula available, the district has adopted curricula in both areas that align with the Common Core Standards. The results have already proved positive as testing at all levels have indicated steady growth since implementation. Without question, the Common Core model standards are more rigorous.  
--Scott Winch, Superintendent, School District of Stratford
- The Common Core model standards provides the rigor necessary for our students to compete on a global level and the flexibility to allow the district to determine the methodology, strategies and pedagogies of delivery of instruction.  
--Scott Winch, Superintendent, School District of Stratford
- ...the School District of Stratford supports the Common Core Standards. The district will continue moving forward, aligning our curriculum with the CCSS. Should the state choose to drop the adoption of the CCSS, the time lapse and void created by an attempt to roll out something "better" would seem to be wasteful.  
--Scott Winch, Superintendent, School District of Stratford

- We consider the Common Core standards to be more rigorous than our previous standards. Our district has incurred significant costs since the Common Core was adopted for curriculum review teams (subs and professional release time), texts, training, software, etc. Some of this would have been spent anyway on the 6 year review cycle, but there was additional costs.  
--Joni Burgin, Superintendent, Grantsburg School District
- Our district has now adopted the Common Core standards. These standards are far more rigorous than the previous model academic standards. Our district spends approximately \$100,000 annually on curriculum improvement and materials. These funds have been directed toward the Common Core the last three years. However, if not for the Common Core, the funds would have still been spent on curriculum review and improvements. The Common Core has helped sharpen the focus of our efforts.  
--Dominick Madison, Superintendent, Brillion Public Schools
- While our students have historically achieved at high levels, we must fortify our commitment to giving them a stronger competitive edge. The Common Core Standards can do this by providing districts with an improved framework for designing local curriculum that will increase our students' literacy and numeracy skills. These new standards are more challenging and concise than the previous state academic standards. They emphasize critical thinking, advanced communication skills and problem solving. Such skills have never been more important in preparing our students to secure high skills jobs in the future.  
--Peg Geegan, District Administrator, Marshfield Area School District
- I do not agree with the recommendation of reviewing the state standards every 5-7 years. This does not allow sufficient time for districts to evaluate their usefulness and impact. Such frequency would create uncertainty and disruption to a district's internal curriculum review process. It would create inefficiencies in the use of our time and money to update curriculum if the state standards are in continual review.  
--Peg Geegan, District Administrator, Marshfield Area School District
- The Common Core standards are more rigorous.  
--Thomas Hermann, Principal/Activities Director, Union Grove High School
- I know that there has been a growing political debate about the Common Core. We have not found the Common Core to be some kind of federal indoctrination program or another attack on local control. Our district has simply used them as another resource to help our staff make good, well-informed decisions about what our students need to know or need to be able to do.  
--John Gaier, District Administrator, School District of Neillsville
- The district has not incurred separate additional costs associated with the Common Core model standards since the incorporation of relevant standards is part of our regular, ongoing curriculum work and professional development for staff.  
--Kathleen M. Cooke, Ph. D., District Administrator, Hamilton School District
- Hamilton School District believes in local control and we wish to have the autonomy to develop our own learning standards to meet the expectations of our parents, business community and Board of Education. We do not believe a standards review process should be legislated.  
--Kathleen M. Cooke, Ph. D., District Administrator, Hamilton School District

- Our district has been positively impacted by the state's adoption of these standards as it has afforded us the opportunity to thoroughly review and renew our curriculum in both English/Language Arts and Mathematics to ensure our students' future success in the classroom, on state assessments, and in pursuits beyond high school. We believe the Common Core Standards are more rigorous than the previously adopted Wisconsin Model Academic Standards and have pushed us to create higher expectations for our students, K-12.  
--Elmbrook School District
- For the last two years, the School District of Slinger has been working on implementing the Common Core State Standards and has been very impressed with what we have found. It is important to note that the standards themselves are the skills and knowledge students need to know at each grade level. At first glance, someone might think that the standards are "too hard" or "too easy", but after working with the standards for two years, they actually provide a very methodical and research-based scaffolding of skills to enhance student learning. In our experience, to say that the standards aren't rigorous enough is simply not true. If we thought there were standards that weren't rigorous enough, we would still have the authority, in policy, to add or revise as needed.  
--Daren Sievers, Superintendent, School District of Slinger
- The costs associated with the implementation of Common Core State Standards are about the same as what we would have invested for continuous teacher training otherwise. However, the Common Core State Standards has helped us focus our training and to build professional learning teams around best teaching practices, how students learn and acquire knowledge, and how to create lessons that motivate and increase student learning.  
--Daren Sievers, Superintendent, School District of Slinger
- The Common Core State Standards has helped us do our job better. It has streamlined and focused our instruction, it has helped fill gaps in teachers understanding of learning pedagogy, and it still provides the flexibility for us to make local decisions about how we are going to go about teaching those skills.  
-- Daren Sievers, Superintendent, School District of Slinger
- The district sees the Common Core as an extremely necessary step in the right direction.  
--Auburndale School District
- They [common core standards] are very much more rigorous than the previous state standards. This will positively impact our students. We are at the same time having our staff re-evaluate their teaching techniques to see if they can be improved as we implement the standards. We do like that the Common Core Standards are just that, standards. We get to decide locally the curriculum and methods of teaching that will meet those standards. We did not lose local control. The bar was just set higher.  
-- Dennis Birr, Superintendent, New Lisbon School District
- These [Common Core] standards are providing rich opportunities for teachers to consider and discuss how the standards can be incorporated into their content. These CCSS are not only more rigorous than the Wisconsin Model Academic Standards, they support the development of workplace skills that we have heard from local business and industry representatives as a primary need.  
-- Mary Bowen-Eggebratten, Superintendent, Hudson School District

- The Hudson School District supports the Common Core State Standards without reservation and ask for your support of their continued implementation in classrooms across Wisconsin.  
-- Mary Bowen-Eggebratten, Superintendent, Hudson School District
- The Stanley-Boyd Area Schools, having ranked 19th highest on the recent state report card data while also receiving additional state aid as a high poverty school, should be counted as a huge supporter of the Common Core. We have worked hard the past three years to align our curriculum and sincerely hope that we don't have to start over.  
-- Jim Jones, District Administrator, Stanley-Boyd Area Schools
- We believe that the new standards are more reflective of the real world, helping to make connections and get students to think about the what and why of problems, not just memorize.  
--Jim Connell, Superintendent, Shell Lake School District
- We consider these standards to be far more rigorous than the previous DPI Model Academic Standards.  
--Gary Berger, District Administrator, Horicon School District
- We consider the Common Core Standards to be much more rigorous than what we were previously using.  
--Ron Saari, District Administrator, Potosi School District
- ...our district curriculum team and school board reviewed and adopted the CCSS in Mathematics and English/Language Arts in November of 2010. In adopting the standards, we have revised and implemented the curriculum to meet these rigorous standards in mathematics and ELA. This revision and alignment has occurred K-12 for an appropriate scope and sequence of curriculum. Having worked with all of these teacher teams in some fashion, I can honestly say that these standards are much more rigorous and beneficial for the students in the Hilbert School District than the past Model Academic Standards.  
-- Anthony Sweere, Middle School Principal/District Administrator, Hilbert School District
- In the Hilbert School District, we have committed time, money and resources to align our curriculum with the Common Core State Standards in English Language Arts and Mathematics. This commitment has resulted in our students being exposed to a more rigorous set of standards that will help them be college and career ready in the near future. These standards have provided our teachers with a clear 4K-12 scope and sequence in these two areas. This alignment was not committed to a “nationalization” of education, but an alignment to a high set of standards that we were able to customize to what was best for the students in the Hilbert School District. To veer away from this commitment at this time will be detrimental to the students of our district and the students of the State of Wisconsin.  
-- Anthony Sweere, Middle School Principal/District Administrator, Hilbert School District
- As the educational leader in a small rural school, I have wholeheartedly supported Tony Evers’ effort to strengthen the educational program in our great state. I have seen tremendous growth of our staff as they have embraced the changes. We have spent hundreds of hours collaborating on the Common Core State Standards and the Smarter Balance Assessments. Please take the comments seriously – and do not send us backwards. We are moving forward!  
-- Jean A. Serum, District Administrator, Northwood School District

- Without a doubt, I believe the Common Core model standards are more rigorous. They require students to apply the knowledge – not just regurgitate it.  
-- Jean A. Serum, District Administrator, Northwood School District
- Our district has adopted both the ELA CCSS and the math CCSS as a platform for our curriculum development. Our teachers absolutely have augmented or gone beyond the academic standards. They believe the standards are a base from which to build an even stronger learning experience for kids. Yes, the standards are definitely more rigorous than our previous standards.  
-- Bill Van Meer, District Administrator, School District of New Holstein
- Our district has seen an increase in rigor and achievement by our students by adopting these standards. The CCSS are substantially more rigorous than any other standards previously used in this state. Continuous improvement is always a goal of the Howards Grove School District. We have a budget for professional development every year. We did not add any additional money to that budget to implement the CCSS. There was NO INCREASE to our professional development budget because of the CCSS.  
-- Christopher Peterson, Superintendent, Howards Grove Public Schools
- The Common Core Standards are a more rigorous set of standards than used previously and the district has not augmented the standards at this time. Curriculum development, assessment development and instructional improvement are part of a continuous process in any school district. In our experience, the adoption of the Common Core State Standards became integrated into the continuous improvement of curriculum and instruction. The implementation of the Common Core State Standards did not result in additional costs outside of normal Curriculum and Instruction processes. In some ways, the Common Core State Standards have streamlined curriculum processes since standards are identified by grade level rather than grade bands.  
-- Milwaukee Public Schools
- Together with staff we created a four year plan which I have attached. The largest common denominator in this process was the Common Core Standards. These more rigorous standards are not as vague as the previous standards and have allowed us to create common ground with all stakeholders involved. These standards have allowed our staff to focus more on our curriculum as a whole. I am proud to say we have seen great strides in both our staff's understanding of the standards and curriculum due to all of us speaking the same verbiage. I can also say the more detailed standards have increased the rigor which is one of our district goals.  
-- Patrick B. Olson, District Administrator, School District of Prairie Farm
- Altogether, we have seen success with our students when it comes to state test scores. For example, our Elementary jumped up 14 points to exceeding expectations on the New Wisconsin State Report card because of our overall collaboration using the Common Core. The Common Core Standards has also allowed our staff to collaboratively create common assessments and create horizontal alignment in other curriculum areas. As a school we have used data and the Common Core as a framework to drive instruction. Just to be clear we use it as a curriculum framework and not curriculum itself.  
-- Patrick B. Olson, District Administrator, School District of Prairie Farm

- The Teaching & Learning Department, in collaboration with district literacy and math leaders, believe that the adoption of the Common Core State Standards has provided our district with an opportunity to increase the expectation of rigorous learning in our classrooms. Just adopting the standards is not at the heart of increasing the rigor of learning. It is the collaborative learning, focused on a deep understanding of the standards, which has a direct impact on shaping a teacher's practice in the classroom and providing children with an environment for rich and rigorous learning. Additionally, the CCSS has provided us with the opportunity to design standards based curriculum versus standards referenced curriculum. This will support the creation of formative and summative assessments that measure expected outcomes at the end of each grade level.

-- Andrea Landwehr, Executive Director of Teaching and Learning, Green Bay Area Public School District
- Yes, our District has adopted the model Common Core Standards. The Common Core Standards are much more rigorous than the previous standards. We have embraced the change and feel strongly that the change has been a great improvement. Please do not take away or modify the Common Core. They are excellent for Education!

-- Terry Reynolds, District Administrator, Pittsville School District
- Most countries that are high performing in terms of student achievement as measured by standardized measures have nationally developed and required performance standards. The recent conversation about dropping the Common Core standards in favor of state or local standards flies in the face of what is best practice in most high performing countries, those very same countries that we are often measured against. Allowing the adoption of local or even state standards has the potential to create great inequities for students / localities in an era of global competition.

-- Verona Area School District
- Our district has been positively impacted by the department's adoption of these model standards. Our staff have worked collaboratively to meet the standards, our test scores have increased and we now have rigorous and common ground that we are covering in every classroom.

-- Mike Richie, District Administrator, Northland Pines School District
- CCSS provide much more depth in learning than our earlier standards. What's more, having these common goals between states and schools will help create a network for teachers to share innovative teaching strategies and lessons that target similar goals, which we have never seen before. In a transient society it is essential that schools are all held accountable, have high standards, and consistent standards from school to school, and the CCSS provides this for us. CCSS will provide continuity to the educational experience of students across the state and nation, while allowing local school districts the freedom to choose the methods and materials that are the right fit for their community.

-- Mike Richie, District Administrator, Northland Pines School District

- Cornell has always followed the lead of DPI on standards and is doing so with the common core. We have not augmented those standards, and have found them to be much more rigorous than the previous standards. With the tougher standards has come the need to purchase new textbooks at this higher level and spending A LOT of time on professional development to bring the teachers up to speed on both the standards and the new teaching materials/methods. Cost wise, while I could say the new textbook adoption cost us over \$40,000, we would have bought new books anyway, just not more rigorous ones. However, the professional development above and beyond what we would have spent anyway, is roughly \$28,000. This was money well spent as our test scores have gone up considerably.

-- Paul M. Schley, Ed.D., Superintendent, Cornell School District
- It is expected that the increased expectations from CCSS will help a good District become even better. It is important to emphasize that CCSS standards are not curriculum, and the terms are not interchangeable in the context of discussing CCSS. All curriculum decisions for Kimberly Area Schools were made locally. The CCSS are now Wisconsin's State Standards and therefore the standards that guide curriculum work in the district. District curriculum is developed based on the CCSS, teacher input and student assessment data. CCSS are more rigorous than previous model academic standards because they are grade specific, and provide better and clear direction for local curriculum development. CCSS has greatly aided the District in the development of its literacy curriculum. The District was in the process of revising curriculum based on previous state standards, and CCSS made that work much easier.

-- Robert S. Mayfield, Ed. D., Superintendent of Schools, Kimberly Area School District
- The Hurley School District is All-IN with the Common Core. We see value and unlimited growth potential for our students. The common core standards are more rigorous and I see a focus on application of learning to real world problems. Isn't this something we have been wanting for a long time? Our district has spent money on this standard change. This is natural for any change schools make. We see the value and potential for our students, so we would naturally fund training and resources to implement the standards. Just as we have always done when we move in a better direction.

-- Christopher J. Patritto, District Administrator, Hurley School District
- Please know that local schools continue to do their very best for our kids. We control our curriculum, as we always have and hope to always do. However, these CCSS have raised the bar for our children and for our instructional practice. We ALL have done a lot to prepare the way for more rigor through our curriculum to meet these new expectations; any action taken by legislators at this point in time would be harmful in many ways. First, it would send us back to ground zero, having wasted a lot of time and money working towards higher standards and more rigor. Secondly, it would create an environment of mistrust with our ground troops, our teachers. Like many waves of change that have crashed on educational shores in the past that have subsequently receded back out to sea, this turnabout would say in uncertain terms, "same old, same old." And finally, the CCSS, the new Smarter Balanced Assessment, and Educator Effectiveness have signaled positive reforms for us in education. Do we really want to return to that which you yourselves had deemed ineffective?

-- Sherry (Cheryl) Baker, Superintendent, Tomahawk School District



- Our Board is in agreement that we needed higher and better standards and felt based upon the information we had that this was and is still the best way to go. The previous state standards were weak and needed to be improved upon. We feel these standards hold us to a higher degree of accountability and we are ok with that. It is what is best for our students. The Common Core standards are much more rigorous than the previous standards and are good for kids.  
-- Dr. Randy Refsland, District Administrator, Clinton Community School District
- We have an ongoing curriculum review schedule for all areas that we offer in our schools and this was true prior to the Common Core and will be true in the future. Bottom line, our costs are in line with what we would have been doing anyway with reviewing and revising our curriculum. The biggest resource we have expended is time. If we have to go back and revise curriculum again so soon we have just wasted three years and we will be going backwards because the old state standards are not nearly as rigorous or research based as the Common Core. In addition the new state evaluation and assessment systems are all based upon implementation of the Common Core. If you pull the plug on the Common Core the ripple effect is significant and in my opinion damaging.  
-- Dr. Randy Refsland, District Administrator, Clinton Community School District
- In regards to the question of having a formalized process whereby the state's academic standards are reviewed every 5 to 7 years, I am opposed to this because I firmly believe the review of academic standards should be completed by the professionals in the field- the Department of Public Instruction and educators they know are experts in their specific area i.e. math, reading, science, social studies, agriculture, computer science, etc. than by legislators dictating on some random interval when and what should be reviewed.  
--Jim Kuchta, District Administrator, De Soto Area School District
- The premise of your question, "Has your district augmented those standards in any way?" is in question, in that standards are not in and of themselves what is taught to students. All districts, including ours, use district specific curriculums to ensure that all academic standards are addressed. If that is what the legislative committee is referring to when it asks about "...augmented those standards in any way?" then yes.  
--Patrick Mans, Superintendent, School District of Crivitz
- It is ironic that our own state's Governor Walker highlighted the CCSS and Wisconsin's leadership in being one of the first to adopt CCSS as part of his reading reform effort, noting it in *The Wisconsin Read to Lead Task Force Report*. And though it is with enthusiasm and appreciation that this opportunity for feedback is received, one does wonder why it is coming now, after most of the heavy lifting in getting the CCSS implemented is done and why it did not come back in 2010, 2011 or even 2012.  
--Patrick Mans, Superintendent, School District of Crivitz

- As an educational professional, I have heard, read and seen from parents, stakeholders and individual legislators all sorts of opinions on the CCSS. I would value each of your thoughts on the following:
  1. Why are you seeking input on the CCSS now, in 2013, rather than prior to 2010 when it was adopted by the state?
  2. What reasons, groups or individuals prompted your current interest in the CCSS?
  3. What are your personal thoughts on the rigor of the Wisconsin Model Academic Standards? On what do you base your thoughts?
  4. What are your personal thoughts on the CCSS in terms of rigor? On what do you base your thoughts?

--Patrick Mans, Superintendent, School District of Crivitz
- Utilizing the Curriculum Companion tool, developed by CESA 6, we paid teachers additional stipends to develop year-long curriculum plans to enter into Companion that supported the standards. While this was a significant amount of work, teachers felt that at last they had a better, more sequential curriculum from which to follow and instruct students. As Curriculum Companion is an electronic tool, teachers were able to not only “see” their own curriculum, but also the curriculum for grades above and below them. Teachers found this very valuable and meaningful dialogue about curriculum at all levels and in all content areas was ongoing.
 

--Dr. Claire Martin, Superintendent, School District of Chilton
- I believe that the Common Core State Standards have given our profession/district direction. The Hortonville Area School District has horizontal alignment across the district and are working toward a vertical alignment (grade levels above and below), so that all of our students receive the same power standards or major concepts during instruction. There are changes that teachers have made to what and how they deliver the skills to their students, but teachers know what is expected at each grade level.
 

--Dr. Heidi A. Schmidt, District Administrator, Hortonville Area School District
- We have an annual budget of approximately \$20,000 for curriculum development and implementation. This has not varied before or after the adoption of the Common Core. No additional resources were associated with the Common Core.
 

--Tony Klaubauf, District Administrator, Denmark School District
- The D. C. Everest Area School District did adopt the Common Core State Standards in 2010. We have not augmented those standards as they reflect a much higher level of rigor than the original standards. We have, however, augmented our instructional strategies to take advantage of the opportunities for increased student engagement that the Common Core State Standards allow. The new Standards require a depth of thinking and problem solving that were not present in the old standards.
 

--Lois M. Alt, Ed.D., Assistant Superintendent, D. C. Everest Area Schools
- Right now, if the standards were withdrawn by the state, we would keep them at ELG as they are a framework that our staff feels provides solid preparation for our students—and the students and parents are seeing this also.
 

--Dr. Ann Buechel Haack, District Administrator, Elkhart Lake-Glenbeulah School District

- Our district has incurred costs in the 10's of thousands of dollars, but I cannot say these are all directly attributable to the adoption of the common core. Many of these costs are budgeted annually, it's just with the adoption of the common core, the funds were directed to the implementation of these standards as opposed to our previous standards.  
--Dr. Ann Buechel Haack, District Administrator, Elkhart Lake-Glenbeulah School District
- When I was a brand-new teacher 25 years ago, curriculum development and the improvement of instruction were left up to each individual teacher. There were general guidelines, but they could be interpreted in many ways. I worked hard – as did all the other teachers in my school – but I rarely discussed curriculum and instruction with my colleagues. The learning goals that I had for my students were determined by me, as were the topics I chose to teach. Since my lens really focused only on my classroom at that time, I thought that was sufficient, and I didn't give a thought to the kind of education other students in the same grade level were receiving.  
--Amy LaPierre, Director of Curriculum, School District of West De Pere
- In the School District of Menomonee Falls, each curriculum strand goes through a 5-year renewal process where assessments, lessons, and resources are reviewed and updated. The actual cost of the shift to common core is net neutral because teachers would spend time updating lessons and assessments as part of the renewal process.  
--Patricia Greco, Ph.D., Superintendent, School District of Menomonee Falls
- Costs incurred by the SFSD include professional development time to realign local curriculum and resources, as well as, classroom materials to support our local curriculum refinements and student learning. These costs are budgeted and are normally incurred as part of any curriculum review and refinement process. The costs cannot be directly tied to the CCSS.  
--Dr. John W. Thomsen, Superintendent, St. Francis School District
- The Wausau School District has a continuous cycle of curriculum review and adoption, therefore new curriculum purchases have been aligned with periodic materials rotations. We also maintain an on-going plan for professional growth and development and therefore chose to widely utilize funds to advance professional knowledge and capacity. The Common Core Standards were not a vast consideration when we developed our plan and implementation of our digital footprint.  
--Wausau School District
- The Wittenberg-Birnamwood School District has adopted the common core standards and support the additional rigor they provide compared to those our district previously used. The costs associated with this change has been relatively minimal as we provide our own investigation into and augmentation of the standards to best fit the needs of our students.  
--Garrett Rogowski, Superintendent, Wittenberg-Birnamwood School District
- Our district has adopted the Common Core Standards. I would not say that they have been augmented. They have been deconstructed so that educators and parents understand why they are stronger than the previous standards, what the expectations are, how the standards scaffold from grade level to grade level. This has assisted staff and administration in developing better vertical academic alignment.  
--Thomas Steward, Director of Instructional Services, Sparta Area School District

- From a professional development standpoint it has changed. Our PD is more focused and has created a culture of collegial sharing between content areas that may not have taken part before. Because of content reading standards, areas such as CTE, Physical Education etc. are supporting reading and writing. Science, CTE and Math are more engaged together and are looking at ways to create integrated or contextual learning environments.  
--Thomas Steward, Director of Instructional Services, Sparta Area School District
- The previous standards were so ambiguous that one did not know what the expectation was. Previously it was easy for people to pass off meeting certain standards to another grade as the standards were written at grades 4, 8 and high school.  
--Thomas Steward, Director of Instructional Services, Sparta Area School District
- So from our perspective this has been NO additional cost. The greatest cost would be both in human as well as fiscal resources if we went backwards support the archaic standards that were adopted in the 1990's.  
--Thomas Steward, Director of Instructional Services, Sparta Area School District
- As a district, the framework remains consistent; it is the foundation from which classroom instruction is built. As far as augmenting them, that happens in each classroom, and typically different in each classroom. The teachers are asked to teach the group of students in front of them, there are no two groups that will have the exact same needs.  
--Dr. Shelly Severson, Superintendent, School District of Black River Falls
- Our district has had a department review cycle that asks each academic department to do a thorough analysis of their content, assessments, and instructional delivery strategies on a five year cycle. This review cycle has been utilized in the district for at least 20 years, it was not initiated because of standards, but because we want to ensure that all teachers know what we expect students to know and to be able to do. We have continued this review cycle as our model for aligning our curriculum to the common core. This work by the staff is not a new expense to the district due to the standards, but instead is good practice in ensuring we are being reflective practitioners, we work collaboratively, and we continuously evaluate our assessment data in relation to our programming needs.  
--Dr. Shelly Severson, Superintendent, School District of Black River Falls